

Dreams Do Come True

Theme and Level

Theme: Make Plans

Level: Getting Started, Looking Deeper

At a Glance

Students research a career cluster then create a four-year course plan using the Course Planner, the *Career Cluster Plans of Study Worksheets*, and Helpful High School Courses in CIS Occupations.

Time: 100 minutes.

Essential Questions

- What classes should I take and when in order to achieve my career goals?

Preparation

- Reserve computer lab with overhead projector enabled
- Establish CIS portfolios before this lesson
- Familiarize yourself with the Course Planner
- Print *Career Cluster Plans of Study Worksheets*, found in the Course Planner under Recommended Course Plans, five copies of each cluster
- *Optional:* Identify classroom aid or parent volunteer to help when students create course plans

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to identify and plan the courses to take in high school in order to achieve their goals.
2. Introduce the lesson by asking students to raise their hands if they know what they want to do when they finish high school.
3. Explain that most people do not decide their plans this early, but achieving their dreams will require planning.
4. Explain that some careers require extensive specialized education after high school; some require short training or certification; others simply require experience, such as internships or apprenticeships.
5. Show PPT Slide 2. Ask students, "How will you know how to plan ahead for your dream career?" Explain that simply knowing how to plan is key.
6. Explain that they will start today by practicing with a sample career that sounds interesting and finding out what it would take to achieve.
7. Show PPT Slide 3. Introduce the sixteen clusters and describe each cluster, citing sample occupations.
8. Explain that all careers can be grouped into one of these sixteen clusters.
9. Ask students to select a cluster of interest, and then provide each student with the *Career Plan of Study Worksheet* for their cluster of interest.
10. Ask students to log into CIS using their portfolio usernames and passwords.
11. Demonstrate how to research occupations of interest, and show students how to view the Helpful High School Courses within each occupation, using CIS or Slide 4.
12. Ask students to either print or note these helpful courses for occupations of interest.
13. Go to the Course Planner and demonstrate how to use this tool.
14. Distribute a course catalog or information about prerequisites if your school has them. You may also view this in CIS if your school or district has uploaded this information.
15. Review this information carefully with students.
16. Ask students to create a four-year course plan using the Course Planner, their *Career Plan of Study Worksheets*, and the Helpful high school courses information they printed earlier as guides.
17. Walk around the computer lab and answer questions as they arise.
18. Upon completion, ask students to discuss how they are better prepared to achieve their dreams after completing this assignment.

Variations and Accommodations

- Complete only one year of plans if time precludes full four-year plan. Assign remainder as homework.
- Work one-on-one with any student needing special assistance.

Assessment

Use the *Dreams Do Come True Scoring Guide* to evaluate student work.

Portfolio

Students enter course plans in the Course Planner section of their portfolio.

Materials

Computer lab with overhead projector and CIS access

Career Cluster Plans of Study Worksheets

[Dreams Do Come True \(PPTX\)](#)

[Dreams Do Come True Scoring Guide \(PDF\)](#)

[Dreams Do Come True Scoring Guide \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English Language Arts Career Anchor: Reading Informational Text

National Career Development Guidelines

- GOAL CM1 Create and manage a career plan that meets your career goals.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

American School Counselor Association

- Career Development, Academic Development

Bloom's Taxonomy: Analyzing, Creating

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Use Time-Management, Organizational and Study-Skills
- Apply Self-Motivation and Self-Direction to Learning
- Apply Media and Technology Skills
- Set High Standards of Quality
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently
- Demonstrate Ability to Delay Immediate Gratification for Long-Term Rewards

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment